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Twenty-four local projects which are intended to serve as sources of ideas for professional group action are described in this pamphlet. The projects are reported within the framework of four areas of improving teaching. Under "professional development" projects are portrayed concerning the use of student tutors and the improvement of school-community relations by the use of retreats, an evaluation study of a school system, negotiation agreements between teachers and administrators, and an education workshop. Described under "instruction" are projects which inform the community in the everyday value of education (for example, an antismoking campaign and adult education for the disadvantaged), concern the incorporation of innovations into the present system (such as a building erected especially to house a nongraded school), and which improve teaching through an anthology of human relations ideas and a teach-in (intensive exposure to educational process with community involvement). Under "public relations" are projects to increase community understanding of education, such as a teacher exchange program, along with presentations of instructional methods and materials (e.g., a sample classroom located in a shopping center) and campaigns to increase communication and interest. Projects aimed at building teacher interest, unity, knowledge, political activity, and adjustment are depicted under "direct services to members." (SM)

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LOCAL COLOR

A summary of projects completed under the Local Project Recognition Program sponsored by the Association of Classroom Teachers, NEA, and the state associations and departments of classroom teachers

1201 Sixteenth Street, N.W., Washington, D.C. 20036

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ASSOCIATION OF CLASSROOM TEACHERS OF THE NATIONAL EDUCATION ASSOCIATION / 1967-68

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FOREWORD

LOCAL COLOR is published by the Association of Classroom Teachers of the National Education Association as part of the Local Project Recognition Program. This program is cosponsored by ACT and the state associations and departments of classroom teachers to identify and recognize outstanding projects carried on by local associations.

THE PAMPHLET LOCAL COLOR 1967-68 contains reports of 24 projects cited for national recognition. They are typical of the professional activities carried on by all types of associations throughout the United States.

LOCAL COLOR is intended to serve as a source of ideas, a springboard for professional group action. Local leaders reading it will find many ideas, methods, and procedures for conducting projects.

A local association using this book probably will not want to duplicate a particular project exactly. Perhaps it will adapt a project to meet its own needs or combine ideas from several projects to produce an entirely new activity. It may use methods described in this book to complete a project already in process.

Naturally, the stories presented in LOCAL COLOR are brief and touch only the highlights. A group desiring more information on a particular project may write to the Association of Classroom Teachers, NEA, for the name and address of the president of the local association that sponsored it.

THE PROGRAM ACT sponsors the Local Project Recognition Program to make the ideas behind outstanding local projects available to other teachers associations.

Program procedures specify that each local association may enter one project for recognition by its state association or department of classroom teachers in one of four areas — professional development, instruction, public relations, and direct services to members. Each state may recommend four local projects (one in each area) for recognition by the region in which it is located. Each of the six regions, in turn, may endorse four projects for national recognition.

Each year, through the state associations and departments of classroom teachers, ACT presents certificates of participation to all local associations entering projects for state recognition. ACT presents a certificate of commendation to every association receiving regional recognition. During the NEA convention, ACT honors all local associations recommended for national recognition and presents a citation to each. The convention is also the occasion for releasing LOCAL COLOR, in which reports of the projects appear.

ACT and the state associations and departments of classroom teachers urge local associations to submit projects for recognition so that their constructive ideas may be shared with other groups. More information on the Local Project Recognition Program may be obtained from ACT or from the state associations or departments of classroom teachers.

CONTENTS

PROFESSIONAL DEVELOPMENT

COOPERATIVE CLIMATE
Bethlehem Education Association, Bethlehem, Pennsylvania ____ 6

INVOLVEMENT AND INTERACTION
Pascagoula Classroom Teachers Association, MEA, Pascagoula, Mississippi ____ 7

EVALUATION STUDY
Evansville Teachers Association, Evansville, Indiana ____ 8

PARTNERS IN PROFESSIONAL NEGOTIATION
San Antonio Teachers Council, San Antonio, Texas ____ 10

STUDENTS AS TUTORS
Department of Classroom Teachers of the Northshore Education Association, Bothell, Washington ____ 11

EDUCATION WORKSHOP
Fresno Teachers Association, Fresno, California ____ 12

INSTRUCTION

LITTLE RED SCHOOLHOUSE RECREATED
Raynham Teachers Association, Raynham, Massachusetts ____ 14

ADULT EDUCATION: KEY TO A BETTER FUTURE
Edgefield County Teachers Association, Edgefield, South Carolina ____ 15

AN EXPERIMENT IN EDUCATION
Fort Frye Teachers Association, Beverly, Ohio ____ 16

HUMAN RELATIONS IN TEACHING
Wichita City Teachers Association, Wichita, Kansas ____ 17

IS SMOKING WORTH IT?
Yakima Education Association, Yakima, Washington ____ 18

TEACH-IN
Alpine Education Association, Provo, Utah ____ 19

CONTENTS

PUBLIC RELATIONS

SCHOLARS SPAN THE SEAS
Lexington Education Association, Lexington, Massachusetts ____ 22

EDUCATION ON DISPLAY
Mount Airy Classroom Teachers Association, NCEA, Mount Airy, North Carolina ____ 23

FOCUS ON THE CLASSROOM
Dayton Classroom Teachers Association, Dayton, Ohio ____ 25

PROGRESS IN PRESCOTT
Prescott Classroom Teachers Association, AEA, Prescott, Arkansas ____ 26

COMMUNICATION BRINGS SUPPORT
Ronan Association of Classroom Teachers of the Ronan-Pablo-Round-Butte MEA Unit, Ronan, Montana ____ 27

AN OUNCE OF PREVENTION
Washington County Education Association, St. George, Utah ____ 28

DIRECT SERVICES TO MEMBERS

SERVICE BUILDS STATURE
Orange Elementary Teachers Association, Orange, Massachusetts ____ 30

POLICIES BY AND FOR TEACHERS
Central Council of Charleston Teachers, Charleston, South Carolina ____ 31

ASSOCIATION HANDBOOK
Grand Forks Education Association No. 12, Grand Forks, North Dakota ____ 32

NEW TEACHERS HONORED
Arlington Classroom Teachers Association, Arlington, Texas ____ 33

TEACHERS IN POLITICS
Boise Education Association, Boise, Idaho ____ 35

INSTITUTE ON TOUR
Cache Education Association, Logan, Utah ____ 36

PROFESSIONAL DEVELOPMENT

COOPERATIVE CLIMATE/*A city education association sponsors annual retreat conferences for professional leaders, administrators, and school board members, thereby creating the climate for adoption of a professional negotiation agreement and grievance procedures.*

Early in 1965 the 704-member Bethlehem (Pennsylvania) Education Association (BEA), realizing that too often communication with the administration and school board had come about only as a consequence of an emergency situation, took steps to establish an ongoing, constructive dialogue among the three groups. BEA members decided that a relaxed, out-of-town setting would be more conducive to fruitful discussion and planned the first of a series of retreat conferences for association leaders, administrators, and school board members at a resort in the Pocono Mountains.

The first retreat, held in the spring, focused on such issues as staff recruitment and training, parent-teacher-child relationships, and the varying responsibilities of teachers and administrators.

As a result of the conference a professional relations committee was formed to develop a written agreement explicitly defining teacher-administrator-board relation-

ships. The three-part document that subsequently evolved (a) contained a concise summary of all existing personnel policies, (b) proposed grievance procedures by which misinterpretations or misapplications of existing policies could be adequately remedied, and (c) provided for regularly scheduled meetings of teachers and administrators for the purpose of discussing issues of current importance.

The second retreat conference was held at the same Pocono Mountains resort. Again BEA leaders, administrators, and school board members had the opportunity to discuss educational problems of the most pressing concern. One work group discussed the proposed grievance procedures which had been drawn up as a result of the previous meeting. Another group used *Profiles of Excellence,* published by the NEA Office of Professional Development and Welfare, as a basis for discussion of specific workload difficulties and the use of auxiliary personnel in the classroom to relieve overburdened teachers.

The second conference set the stage for the creation of a subcommittee composed of representatives of the association, administration, and board to finalize a professional negotiation agreement and grievance procedures. The subcommittee met throughout the remainder of the school year.

In November the outgoing board passed a resolution of intent favoring the adoption of the two documents. In December the new board and the BEA formally approved the negotiation and grievance instruments.

Since the inception of the retreat conferences, Bethlehem educators have gained many advantages, including an improved salary scale, increased medical benefits, duty-free lunch periods, and extra pay for additional duties. Moreover, the understanding engendered by the conferences has resulted in greater cooperation among members of the Bethlehem Education Association, administration, and school board, thus paving the way for future retreat conferences and concomitant educational gains.

INVOLVEMENT AND INTERACTION/*A local association expands its activities and opens communication channels between the schools and the community.*

To strengthen services to teachers and the community, the 148-member Pascagoula (Mississippi) Classroom Teachers Association, MEA, launched a triple-pronged program during 1966-67 to increase involvement of new teachers in PCTA activities; boost PCTA representation at local, state, and national conferences; and reinforce school-community relations.

The responsibility for carrying out the project was lodged with a steering committee composed of PCTA's program committee and executive council (officers, committee chairmen, and building representatives). Assisted by other PCTA members, the steering committee welcomed new teachers to the school system and community and assisted them in securing suitable housing. Later new

members were briefed on the policies and programs of the school system and association during a combination coffee-orientation hour. New teachers were invited to PCTA's first meeting of the school year.

As the time of the ACT Southeast regional conference drew near, the committee focused its attention on phase two of its project — increased PCTA attendance at professional meetings. The good relationship between the association and the administration paid dividends: Teachers were granted professional leave to attend the conference. At the association's second general meeting in mid-November, conference participants reported on their experiences to their colleagues.

For the remainder of the year PCTA continued to stress the importance of teacher participation in professional conferences by sending delegates to all major state and national meetings.

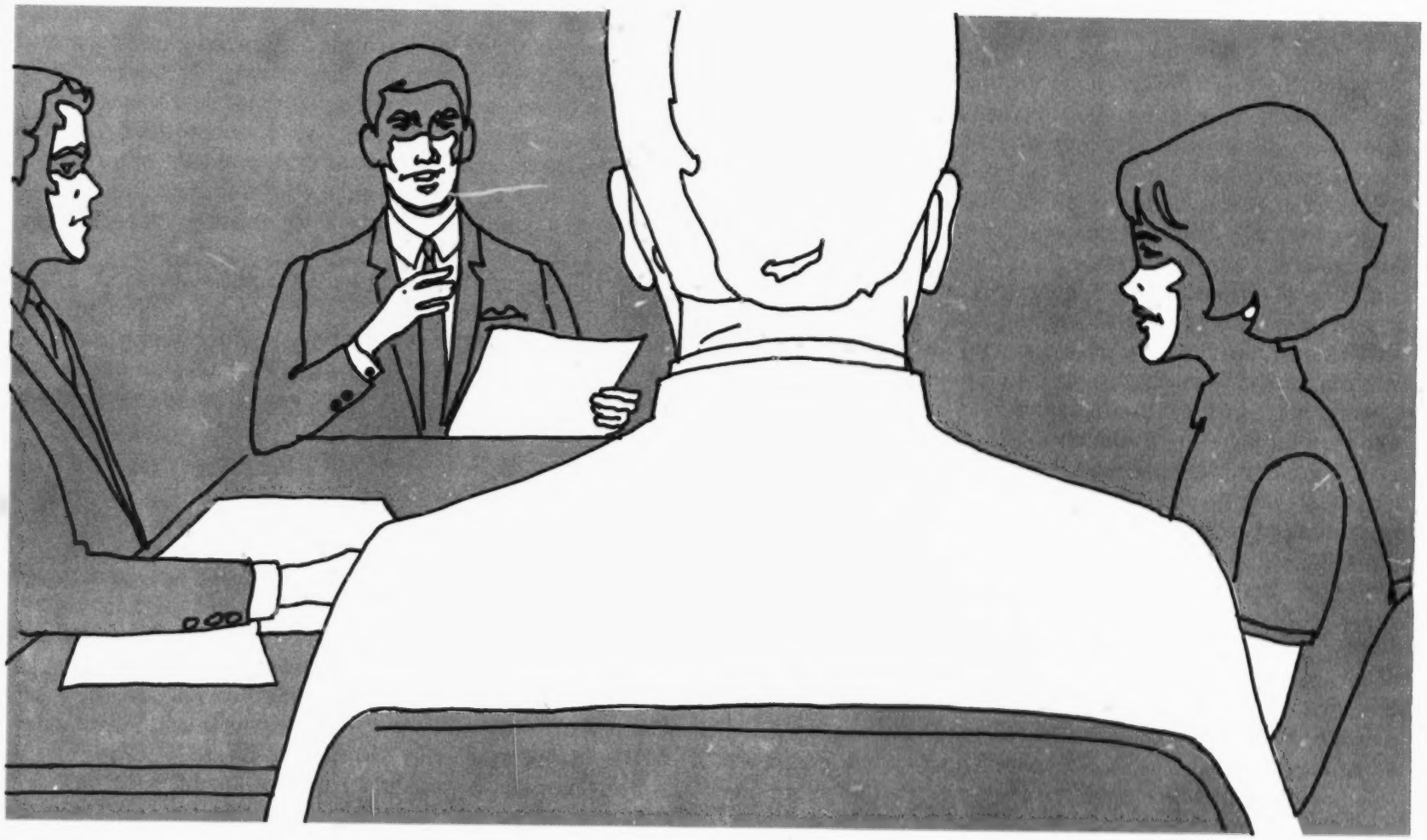
To realize the third objective of strengthening school-community relations, the committee decided to take advantage of the national observance of April as Teaching Career Month and emphasize the activities of Pascagoula High School's Future Teachers of America Club. Working with FTA sponsors and the school administration, the steering committee conducted a Teaching Career Day during which twelfth-graders had the opportunity to observe and work with students in the local schools.

Throughout the school year the mass media performed a useful function by bringing educational matters to the public's attention. The newspaper publicized FTA's Teaching Career Day, stressing the satisfactions inherent in teaching, and published thought-provoking editorials alerting citizens to a number of problems confronting their schools. Taped statements of teachers used as spot announcements over the local radio station increased community awareness of PCTA's achievements.

The activities of the school year culminated in a banquet during which the guest speakers — the superintendent of schools and the executive secretary of the Mississippi Education Association — commended PCTA on successfully achieving its objectives. The project had aroused the interest of teachers new in the community; it had greatly augmented classroom teacher representation at professional conferences; and it had encouraged young men and women to choose teaching as a career. In addition, it had engendered a spirit of understanding and cooperation among citizens and members of the Pascagoula Classroom Teachers Association.

EVALUATION STUDY/*A city association examines various aspects of its school system to determine strengths and correct weaknesses.*

In May 1967 the 1,491-member Evansville (Indiana) Teachers Association completed a comprehensive evaluation of the school system. The purpose of this investigation was to examine the readily observable aspects of the



school program that encourage and support excellence in educational service to youth. *Profiles of Excellence,* published by the NEA Office of Professional Development and Welfare, served as the evaluative instrument. The study was under the direction of ETA's welfare and research committee.

ETA sought the cooperation of the Evansville-Vanderburgh School Corporation and administration before launching the study. Once support had been pledged, the chairman of the welfare and research committee appointed an evaluation committee consisting of all members of his committee plus the ETA president, the superintendent of schools, and 24 teachers selected to represent different schools and various grade levels.

In conducting the evaluation, the committee split into nine subcommittees, each responsible for a different aspect of school system operation — the education program, school plant, staff personnel policies, business administration, conditions of professional service and compensation, and others. The subcommittees met separately to make their individual evaluations.

After three months of intensive study, a compilation of all group reports was prepared and presented to the ETA executive board. Soon afterward the report was given to the school board. Copies of the evaluation were provided to the faculty of each school and to the press.

The evaluation has stimulated constructive action within the Evansville-Vanderburgh School Corporation and the Evansville Teachers Association. Committees composed of representatives of the association and administration shared in drafting a professional negotiation agreement and a professional rights and responsibilities code, which were subsequently adopted. Joint committees are now studying such issues as promotion policies, extra pay for extra duties, use of teacher aides, and sabbatical leave.

Was the evaluation study a worthwhile project? Members of the Evansville Teachers Association and the Evansville-Vanderburgh School Corporation think it was. The project has formed a solid basis for continued association-school board-administration action and has already been instrumental in the achievement of significant educational improvements in the Evansville school system.

PARTNERS IN PROFESSIONAL NEGOTIATION/*An urban classroom teachers association obtains a negotiation agreement with the board of education.*

In the face of the increased maturity and knowledgeability of classroom teachers, professional associations are demanding the right to have a voice in the formation of educational policies. Acknowledging this need, the 2,968 members of the San Antonio (Texas) Teachers Council (SATC) set out to develop a professional negotiation agreement with the school board.

The 18-member executive committee of the SATC was responsible for initiating the project and for proposing it

as one of the 10 association objectives for 1966-67. Once SATC's 270-member house of delegates had approved the idea, the executive committee created a professional consultation committee of seven members to draw up a first draft of the proposed agreement.

The committee secured the advice of the NEA's Salary and Negotiation Consultant Service and the Texas Classroom Teachers Association in preparing the draft document. After the draft was approved by the executive committee and the house of delegates, copies were sent to all teachers, administrative personnel, and school board members.

Next the committee scheduled an open hearing on the draft agreement and invited SATC members, administrators, and the school board to attend. All individuals present had a chance to raise questions on the working paper. As a result the school board contacted the SATC president and arranged for the professional consultation committee to confer with board members on the proposed agreement. A three-hour discussion session ensued, and plans were made for additional meetings.

Subsequent sessions between the consultation committee and the board led to the formulation of a final draft. When the proposal was presented to SATC members, it was overwhelmingly approved by a vote of 2,100 to 94. A short time later the San Antonio school board endorsed the agreement, and it promptly went into effect.

Now that the professional negotiation agreement has been ratified by both parties, the San Antonio Teachers Council and the board of education are diligently attempting to put the written principles into practice. The two groups have pledged that wherever curriculum, teacher recruitment, salary schedules, or other educational matters lend themselves to joint study, the creative resources and abilities of both groups will be brought into play. A major step — the adoption of the professional negotiation agreement — has been taken, but the larger task of implementing the agreement for the benefit of San Antonio schools has just begun.

STUDENTS AS TUTORS/*The department of classroom teachers of a city association finds a way to meet the needs of the elementary school child who requires special help.*

The Department of Classroom Teachers of the Northshore (Washington) Education Association was responsible for the establishment of a tutoring project in which high school students worked with elementary school children who needed special help. The project was so successful that using students as tutors has now become an integral part of the school program.

The project was recommended by the representative assembly of the Northshore Department of Classroom

Teachers. After it was approved by the administration, the department formed a committee composed of four teachers — two elementary teachers and two high school teachers who were advisers to the Future Teachers of America Club — to launch the project on an experimental basis. The committee selected one elementary school and one high school for initial participation.

The elementary teachers determined which pupils would benefit from the experience. (Selection was based on the premise that the child's academic problem was not so severe that he needed extra help from a teacher.) After the choice of pupils had been made, the FTA advisers selected an equal number of high school students who would make suitable tutors and who had shown a willingness to serve. When the arrangements were completed, the committee sent to the parents of the grade and high school students involved letters explaining the program and asking their cooperation.

The hour-long sessions were held on Saturday with 20 high school students tutoring 20 elementary pupils under the supervision of two classroom teachers. Prior to the sessions, tutors discussed lesson plans and procedures with the teachers. At the close of the hour, the tutors were encouraged to raise questions with the teachers on any problems that might have arisen.

At the conclusion of the 12-week program there were noticeable changes in both the elementary school pupils and the high school tutors. The pupils had developed strength in areas of need. The tutors had had an opportunity to give of themselves, and several subsequently have expressed an interest in teaching as a career. Both the pupils and the tutors had developed new attitudes toward their studies.

The program provided relief for Northshore classroom teachers and demonstrated that the Department of Classroom Teachers of the Northshore Education Association is a creative, innovative force for the improvement of instruction. Testifying to the success of the project is the fact that money for its expansion has been allocated in the school budget for 1968-69.

EDUCATION WORKSHOP/*A large urban teachers association sponsors a conference designed to acquaint educators with modern trends and technological tools for classroom instruction.*

In 1967 the 2,080-member all-inclusive Fresno (California) Teachers Association decided to change a poorly attended annual instructional conference into a worthwhile in-service education workshop that would be of greater benefit to teachers and bring an increased sense of pride and accomplishment to the association.

A steering committee composed of association officers and board members chose "New Trends and Innovations in Teaching" as the theme and sought the cooperation of Fresno State College in sponsoring the conference. The

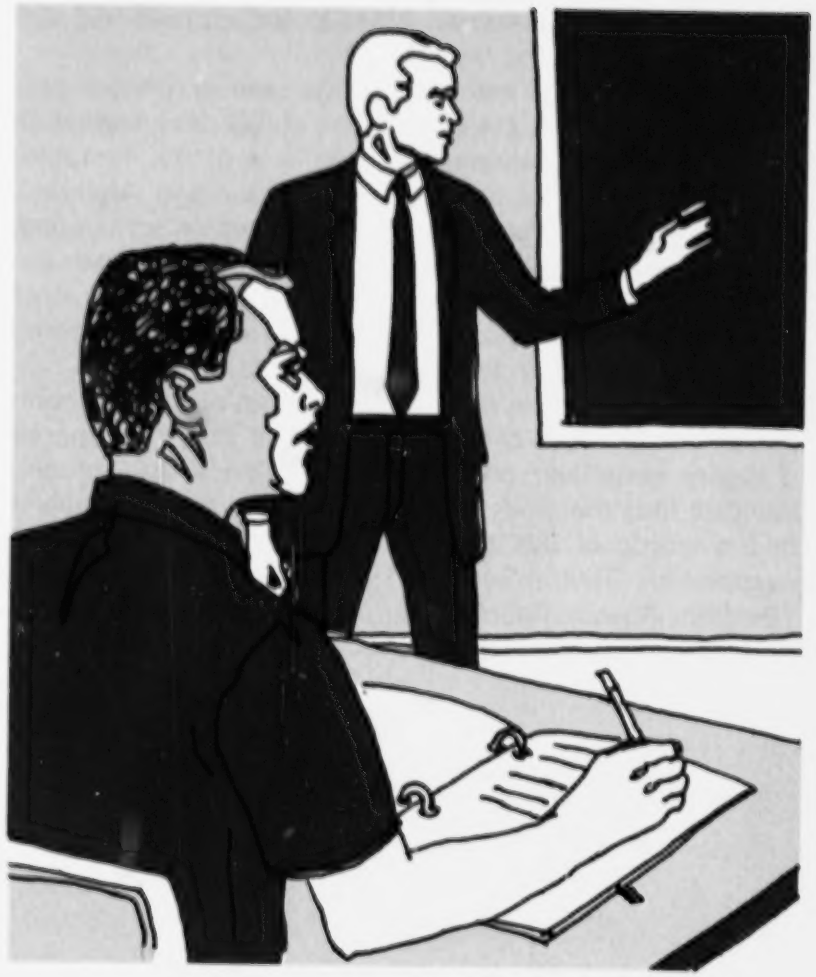
college agreed to grant in-service credit for conference participants. With the help of college personnel the steering committee proceeded to design the basic structure of the workshop — five general sessions followed up by 105 section meetings, all geared to the improvement of classroom instruction.

Members of the steering committee worked tirelessly on the myriad of details involved in planning the two-day conference. They arranged for educators of national renown to speak at the various general sessions and contracted with 70 commercial exhibitors to display the newest in instructional aids during the workshop. They enlisted the assistance of approximately 300 association members in publicizing the forthcoming event through a mailing of over 10,000 brochures to teachers and administrators.

The Fresno school board showed its willingness to cooperate with the association's efforts by shortening school periods on Friday, the first day of the conference, in order to encourage maximum attendance. Over 2,500 educators from Fresno and cities in the surrounding valley registered for the workshop.

General sessions featured discussions of professional and instructional issues. Section meetings dealt with such topics as transformational grammar, use of the computer in mathematics teaching, the Initial Teaching Alphabet, departmentalized elementary schools, flexible scheduling, the use of paraprofessionals, and the audiovisual approach in foreign language instruction. The exhibit area gave teachers an opportunity to see and use teaching machines and other technological tools.

Participants indicated on the evaluation forms completed at the close of the program that they had shared a highly beneficial educational experience and recommended that the workshop be continued in future years. In the words of the *Bulletin* of the California Teachers Association, Central Section, the conference of the Fresno Teachers Association had turned out to be "one of the most successful projects ever attempted by a local teachers association."



INSTRUCTION

LITTLE RED SCHOOLHOUSE RECREATED/*A local association contrasts New England education of 100 years ago with modern-day methods and materials.*

To demonstrate the vast strides education has made over the last century, the 51 members of the Raynham (Massachusetts) Teachers Association (RTA) staged a revue of the "little red schoolhouse" as it existed in New England in the 1860's.

The idea for the school revue was first proposed in May 1967. RTA's board of directors quickly approved the idea and appointed a committee to work on the project. After securing the approval of the school administration, the committee enlisted professional and lay support and assistance by publicizing plans for the event. Teachers were marshalled into service by means of informative flyers sent to the faculties of all local schools. Parental help was gained when RTA members explained the project at PTA meetings. Local newspapers and radio and TV stations were contacted by the committee and asked to publicize the revue through pictures, articles, and spot announcements.

Enthusiasm steadily mounted. The talents of parents, teachers, and students were all utilized. Each member of

the RTA participated in the project in some way. One teacher wrote the script; others coached students for their parts as "scholars" in classrooms of a century ago.

Many parent volunteers made costumes or worked on properties, scenery, makeup, or printed programs. Approximately 75 students contributed to the project by working on stage or behind the scenes. All persons involved took great pains to recreate authentically in appearance and spirit the little red schoolhouse of long ago.

A supplementary exhibit of the old and the new in educational materials was prepared to augment the impact of the play. Old-fashioned primers, school registers, and town reports were collected for this display.

On the day of the revue an appreciative audience gave the play a warm reception. The Raynham Teachers Association had done more than provide an evening of entertainment: It had drawn a vivid picture of the progress of education in 100 years, and it had created a climate of goodwill and understanding with the lay public that is certain to be mutually beneficial in the years ahead.

ADULT EDUCATION: KEY TO A BETTER FUTURE/*A county association sponsors an adult education program.*

In an effort to enrich the lives of the deprived citizens in the community, the Edgefield County (South Carolina) Teachers Association (ECTA) planned and put into operation a program of basic education for adults.

As a first step, the executive committee of the 101-member, all-inclusive association enlisted the cooperation of the school administration. With the approval of the superintendent, the committee wrote to the local elementary and secondary schools soliciting their support for the project. The responses indicated that the association had the enthusiastic backing of both teachers and principals.

A 15-member committee composed of representatives of each school was appointed to chart definite plans. The committee identified courses that would be most beneficial to adults in the low income brackets and arranged for qualified classroom teachers to conduct the courses. The news media helped to publicize plans for the project.

One phase of the basic education program was devoted to training adults in job skills that would enable them to earn a more adequate living for themselves and their families. Instruction was provided in such varied areas as typing, food preparation and service, and manual arts.

Another important aim of ECTA's education program was strengthening the family unit. Courses on family life showed how working together can promote greater harmony and solidarity in the home. Areas of possible conflict such as the budgeting of time and money were

explored, and teachers offered practical help with a diversity of domestic problems.

The program stressed the value of travel as a means of broadening both social and educational experience. Teachers organized and conducted guided tours to nearby cities of historical and cultural significance.

The importance of physical fitness was underscored by encouraging families to use the facilities of a community recreation center.

On the conviction that civic participation should be a part of every citizen's life, the program provided a course designed to clarify voting procedures and encourage adults to take advantage of their civil rights.

The project attempted to make education a vital concern of the whole family. It was hoped that parental exposure to school goals and operations would establish a greater rapport between school and community and promote more regular attendance and greater classroom participation on the part of the children.

The results have far exceeded the hopes of the Edgefield County Teachers Association. Education has become more relevant to both students and parents alike, the ties between the county's schools and its citizens have been strengthened, and teachers have experienced the personal satisfaction of knowing they have helped individuals become contributing citizens of the community.

AN EXPERIMENT IN EDUCATION/*After instituting a nongraded program of instruction in an elementary school, a city association plans a building to accommodate it and shows the faculty how to use both the program and the building to best advantage.*

From 1960 to 1966 the 61-member Fort Frye Teachers Association of Beverly, Ohio, with the approval of the administration and school board, conducted a long-term study of the program of a local elementary school and was instrumental in the initiation of a nongraded program of instruction for kindergarten through grade 6 at this school.

During the 1966-67 school year, the eight-member instructional committee of the association was requested by the administration to develop educational specifications for a new building planned to serve the nongraded instructional program. The committee wrote its requirements to fit the program's flexible curriculum, and a physical school plant was constructed according to these specifications.

The attractive brick-veneered building was completed by the summer of 1967. As the instructional committee had requested, a materials resource center — containing audiovisual, conference, and work rooms plus a story-circle area — forms the hub of the school. Three open-

area complexes, each four times the size of a standard classroom and able to accommodate 120 students and four teachers, surround the center. An art room, health room, kitchen, cafeteria, office, and a multipurpose room designed for use as both auditorium and gymnasium complete the teacher-designed floor plan.

During the summer of 1967, the instructional committee worked with the school principal in planning and conducting a workshop to prepare the teaching staff to use the new school's facilities and to chart the educational program for the coming year. Outstanding authorities in the fields of nongrading, team teaching, language arts, social studies, mathematics, and science assisted the teachers in their intensive examination of the curriculum. Based on the conviction that a student's rate of growth is individual and sequential, the experimental program outlined during the workshop emphasizes a flexible curriculum adapted to meet each pupil's personal needs and provide opportunities for continuous development.

Although it is still too early to evaluate accurately the results of this project, the Fort Frye Teachers Association, the administration, and the school board are unanimous in the opinion that they are moving in the right direction and plan to continue their cooperative efforts in the future. Of this they are certain: The instructional program has increased student interest and has won enthusiastic parental approval.

HUMAN RELATIONS IN TEACHING/*A big-city association creates a medium for exchange of ideas among teachers in an important phase of the teaching-learning process.*

The personality development of children depends in many ways on the classroom teacher — the manner in which he works with the child in daily situations, the kinds of assignments he gives, and the way he manages learning activities. The teacher can vitally influence the child's self-concept as well as his attitudes toward his peers.

This key role of the classroom teacher in the delicate area of interpersonal relations inspired a project sponsored by the 3,242-member Wichita (Kansas) City Teachers Association. To help elementary teachers heighten their sensitivity to pupil reactions and needs, WCTA compiled an anthology of ideas and techniques in human relations that grade school teachers had used and found effective in the classroom.

The idea was suggested by a WCTA member and received an immediate favorable reaction from the general membership. This person was appointed to head a committee to move forward with the project.

After receiving the approval of the school administration and board of education, the committee sent explanatory letters to the various school building faculties, asking for their cooperation and support. Follow-up letters pro-

vided forms for elementary teachers to use in submitting ideas.

Over 200 ideas were sent to the committee. Some of the techniques suggested were —

- Role playing in the classroom.
- Storytelling by the teacher with pupils supplying the ending.
- Class discussions of hypothetical situations, for example, "What would you do if . . .?"
- Rewarding an individual child's initiative.
- Stressing the positive and minimizing the negative.

Eventually WCTA expects to publish all ideas in a small pamphlet with simple illustrations, which can be used as a guide for teachers. Even though the program has not yet reached full fruition, it has already enhanced learning conditions in the schools because it has made teachers more conscious of the importance of interpersonal relationships and because it has created a channel through which they can share ideas. Hopefully this beginning will lead to a continuing exchange among teachers.

In any event the Wichita City Teachers Association has underscored the importance of human relations in teaching and learning — not only among the teacher and his students but also among students themselves — and has fostered a better climate for learning in the Wichita schools.

IS SMOKING WORTH IT?/*A city association launches an antismoking campaign to alert high school students to the liabilities of the tobacco habit.*

Concerned about the future well-being of America's younger citizens, the 572-member Yakima (Washington) Education Association (YEA) initiated a program intended to demonstrate to teen-agers both the hazards and costliness of smoking.

As an initial step the YEA selected a steering committee of teachers from representative schools to develop plans for an antismoking project that could subsequently be carried out by teachers in their own classes. The committee decided to sponsor as a pilot project a weeklong antismoking campaign in the sophomore English class of a local high school. Other faculty members of the school agreed to work cooperatively with the English teacher on the campaign.

The steering committee and the pilot school committee enlisted the aid of a local TV station in publicizing the antismoking project. A half-hour panel discussion by sophomores on "Tobacco and the Teen-Ager," followed a few days later by film shots of students constructing displays, set the stage for the activities of the week to come.

The pilot school launched its attack on smoking with dramatic showcase displays. One of these, prepared by science students, contained an experiment illustrating

the dangers of nicotine. A second displayed an array of items (lent by city business establishments) that might be purchased with the money saved by not buying cigarettes — transistor radios, tape recorders, cameras, fishing and sports gear, and clothing. Posters — some drawn by members of the art class and others provided by health organizations — complemented the exhibits.

English classes featured student discussions on the expensiveness of the smoking habit and the relationship of smoking to lung cancer, coronary heart disease, and other life-shortening physical ailments.

Monday through Thursday of campaign week, English students delivered pamphlets on smoking (obtained from health organizations) to each member of every class. Films shown each day supplemented the health warnings contained in the distributed literature.

Culminating the week's activities was an all-school assembly featuring two films pointing up the dangers of smoking, followed by a question-and-answer period conducted by a prominent doctor. Throughout the weeklong campaign the mass media kept the public informed. Newspaper stories and editorials and radio and TV shows projected the students' activities to the rest of the community.

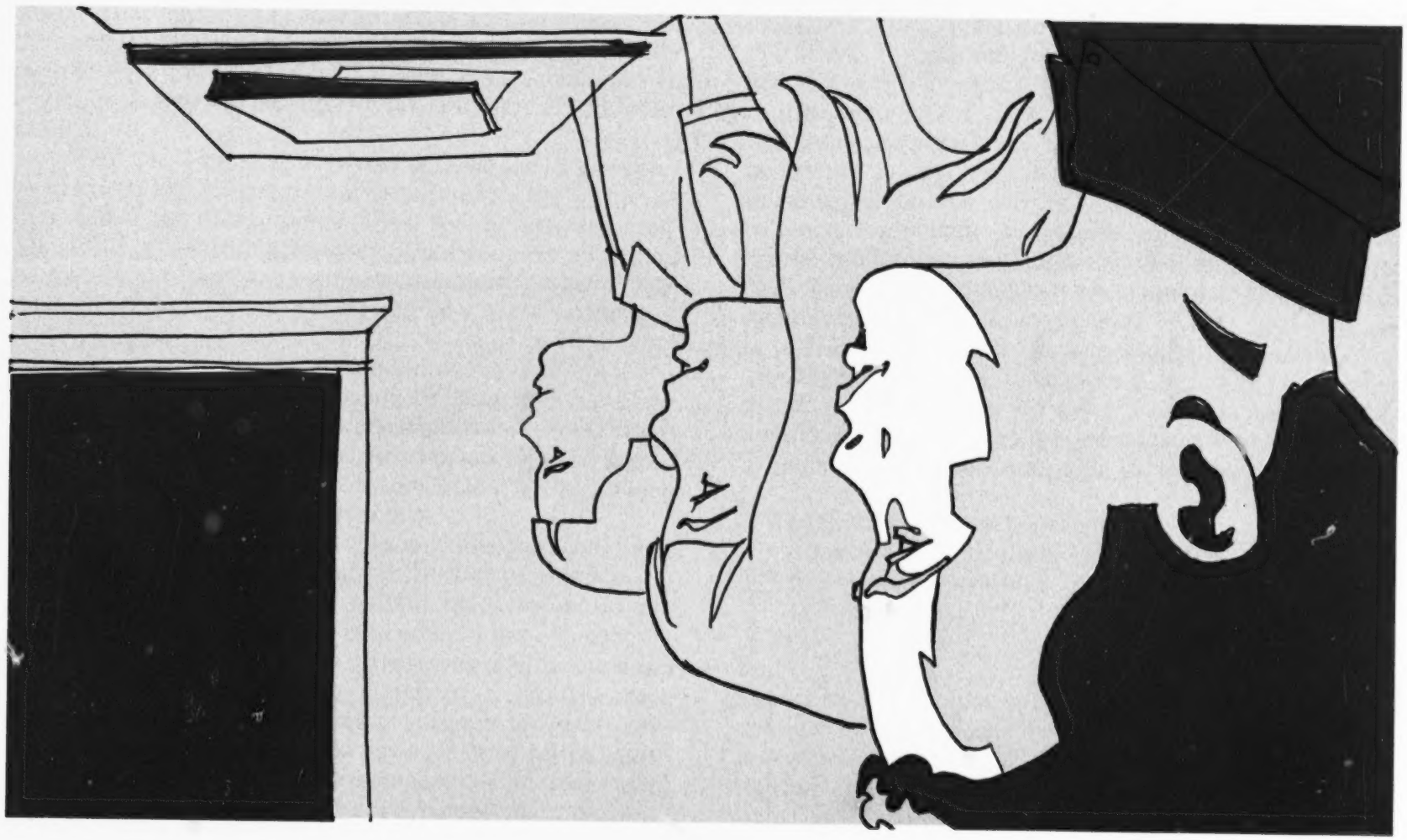
Both the steering committee and the pilot school committee were highly gratified at what they considered to be the "unqualified success" of the antismoking campaign. The pilot project proved highly effective and gave other YEA members a model they could use in initiating antismoking projects in their classes. Letters of commendation from school superintendents, health organizations, and local officials attested to the far-reaching impact of this project of the Yakima Education Association.

TEACH-IN/*An all-inclusive county association sponsors an evening of concentrated learning for teachers, administrators, and the general public.*

Teachers' requests for help in improving classroom instruction and in obtaining increased lay understanding of the school program led the 661-member Alpine (Utah) Education Association to sponsor a "teach-in," an evening of intensive exposure to educational processes with large-scale community involvement.

Three AEA committees — the classroom teachers committee, the public relations committee, and the committee on teacher education and professional standards — were responsible for planning the teach-in. These committees chose the theme "Children: Our Charge To Champion" and developed the form and content of the program.

The teach-in was organized in three parts: (a) a general assembly at which the goals of the program were explained; (b) instructional sessions on such topics as field trips, team teaching, and education in the future;

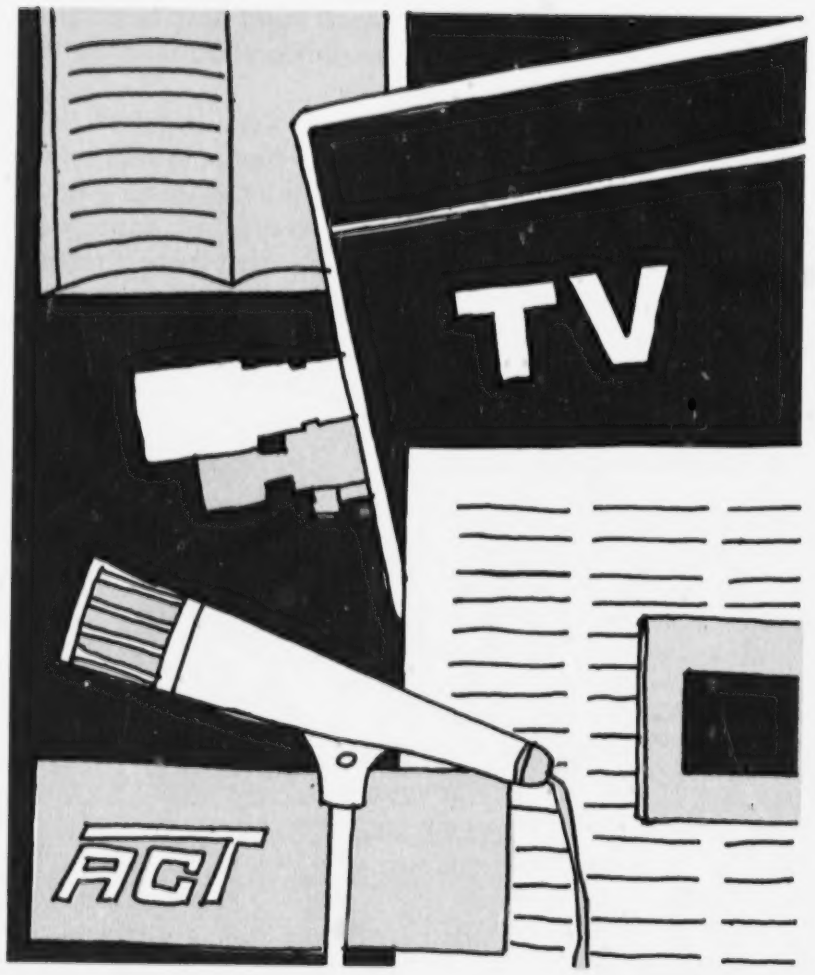


and (c) an "ideas fair," a potential gold mine of classroom activities, teaching aids, and educational techniques for idea-prospecting teachers.

The committees worked with the administration, the school board, and the four local councils of parents and teachers in the Alpine school district to spread the word of the teach-in to other educators and lay persons. The committees also enlisted the aid of the mass media in publicizing the event.

More than 700 teachers, administrators, school board members, officials of the Utah Education Association, and lay persons attended the teach-in to learn how to achieve educational excellence. All departed enthusiastic at the evening's end.

The Alpine Education Association was gratified with the favorable response to its project. Teachers had come away with ideas to use in their classroom. Parents gained a deeper understanding and appreciation of educators' efforts and discovered new ways to contribute to their children's education. All participants were impressed with the professional dedication of the AEA and its members.



PUBLIC RELATIONS

SCHOLARS SPAN THE SEAS/*A city association plays host to a group of Swedish educators as part of its teacher exchange program.*

To further international understanding and promote an interchange of educational concepts and techniques, the 442-member Lexington (Massachusetts) Education Association sponsored an exchange program with the teachers of Örebro, Sweden.

In the summer of 1967, 30 Swedish educators representing elementary schools, high schools, and colleges traveled to Lexington to acquire an overview of the U.S. educational system. The LEA exerted an all-out effort to welcome the visitors and present to them an accurate picture of American education.

A subcommittee of 28 members was given the responsibility of organizing the two-week program of activities. Committee representatives in turn engaged the assistance of some 100 additional teachers and administrators in making necessary arrangements. Even more volunteer aid was gained when citizens were informed of plans under way. Teachers and townspeople worked together enthusiastically and devotedly to greet the Swedish teachers.

On June 13, the night of the visitors' arrival, a dinner in their honor was arranged by LEA in cooperation with several local clubs and service groups. About 230 people — including teachers, administrators, and representatives of local clubs, businesses, and churches — participated in this opening event.

The next few days witnessed a comprehensive in-service program aimed at familiarizing the Swedish educators with all aspects of education in the United States. Visiting teachers observed the use of language laboratories and audiovisual aids, advanced placement and slow learner programs, nongraded classes, team teaching, and computer-assisted instruction. They studied the new science and mathematics curriculums and guidance programs. They heard lectures by the school staff which served to complement the knowledge gained through class visitations.

LEA also made it possible for its guests to take supplementary tours to complete their overview of education. Journeys were made to the schools of a nearby community, to the graduate schools of education at Boston and Harvard Universities, and to the Joseph P. Kennedy Memorial School for Retarded Children in nearby Brighton.

Lexington citizens continued to work with LEA members in making the stay of the educators enjoyable as well as informative. Social gatherings — teas, dinners, picnics, and parties — gave the Swedish teachers opportunities to converse informally with other teachers, parents, students, and businessmen of the city.

Both Swedes and Americans learned much during that June of 1967. Mutual understanding, appreciation, and inspiration followed the exchange program. Teachers from both countries resolved anew to strive for educational excellence and returned to their classrooms brimming with new ideas and plans to try. Citizens, too, benefited by their exposure to the Swedish educators and became more aware of the efforts of the Lexington Education Association to cultivate international understanding and goodwill.

EDUCATION ON DISPLAY/*A local association presents its schools to the community during American Education Week.*

The Mount Airy (North Carolina) Classroom Teachers Association, NCEA, developed a program designed to demonstrate to the community the quality and variety of instructional materials, methods, and activities employed in local schools. The program, which had the full support of the school administration, coincided with American Education Week, November 1966.

Guidance and execution of the enterprise were the responsibility of a specially appointed committee of the 115-member classroom teachers association. The committee's first decision was to depart from the usual AEW

AMERICAN
EDUCATION
WEEK

approach of bringing the public into the schools and instead to take education out into the community. Two basic principles were agreed upon:

1. The formal, confined atmosphere of the classroom would be traded for an informal setting.
2. Headquarters for the project would be located in an easily accessible area to permit a greater number of parents and education-minded citizens to attend scheduled functions.

An empty store building adjacent to a vacant lot in the downtown business district was selected as the AEW Center.

Formulating a schedule of events for the week was the most complex and extensive task facing the project committee. Subcommittees were formed to work with teachers in each school on this phase of the program. The week's total program was keyed to the general AEW theme, "Education Adds Up," and each day's demonstration corresponded to one of the daily themes, illustrating how "Education Adds Up" to "Human Dignity," "Rational Thinking," "A Creative Spirit," "Self-Reliance," "Economic Competence," "Informed Citizenship," and "Lifelong Opportunity."

During American Education Week the center was the scene of bustling activity touching on every area of instruction from manual arts to aesthetic appreciation. Intrigued observers scanned the posters, booklets, and texts on display in the building from morning until late afternoon. Between the hours 1 and 3 P.M. a substantial number of spectators watched students perform typical school exercises in all instructional areas — drawing, sewing, singing, dramatics, dancing, exercising, or playing in the school band.

Prior to and throughout the program, the public relations committee worked with the mass media in arousing and sustaining the public's attention. Newspaper articles and editorials, spot radio announcements, and televised shows of student performances served to focus attention on the schools.

Reactions to the efforts of the Mount Airy Classroom Teachers Association were enthusiastic. Interest in school activities increased significantly, and support from parents and other segments of the lay public soared. Students learned much from both their preparation and performance, and they achieved a sense of accomplishment and feeling of pride in their schools. So effective was the concept of "bringing the schools to the people" that the Mount Airy Chamber of Commerce adopted this as the theme for its annual fall festival program.

FOCUS ON THE CLASSROOM/*A city association takes its classrooms to the people during its observance of American Education Week.*

The 1,325-member Dayton (Ohio) Classroom Teachers Association (DCTA) focused its 1967 observance of

American Education Week on the classroom. In order to give the community a basis for greater knowledge and understanding of its schools, DCTA decided to take the classroom — complete with teachers and students — to the public.

After receiving the approval of the school board and administration, DCTA's public relations committee met with representatives of local affiliates of The American Legion and the National Congress of Parents and Teachers — two of the sponsors of American Education Week — and secured their support.

Throughout, organization and planning were keys to the success of DCTA's program. Committee members chose two large shopping centers as the sites for the November demonstration and made arrangements with the board of education for the children's transportation to and from these centers. A promotional campaign, launched in early fall, included TV and radio spot announcements and mailings of AEW materials produced by the National Education Association — another AEW sponsor. American Legion posts and the local council of parents and teachers publicized the event at meetings and in periodicals.

By November arrangements had been made for nearly 150 teachers and some 3,000 students from more than 60 public and parochial schools to hold demonstration classes in the shopping centers. Each day of American Education Week three classes from each grade, kindergarten through grade 12, were brought to the centers along with the equipment and supplies needed to support the appropriate learning activities.

Classes in such various subjects as etymology, chemistry, modern mathematics, art, outdoor education, social studies, and industrial arts gave onlookers an idea of the regular curriculum, while special education classes for the handicapped and disadvantaged showed what innovations were being used to make education more relevant for all children. Each evening a 20-minute play pertaining to that day's AEW theme was presented.

The AEW observance spearheaded by the Dayton Classroom Teachers Association was judged by all to have been a most significant experience. Dayton's general public learned more about the city's schools, and rapport increased among the various groups involved, thus paving the way for future cooperation. Most important of all, each teacher and child who took part was made aware of the contribution he made, and all concerned are confident in the progress that can be made when learning is a two-way street.

PROGRESS IN PRESCOTT/*A local association builds new communication channels with the lay public, the school board, and legislators.*

Education cannot move forward without communication and cooperation among teachers, administrators, the

school board, and citizens of the community. Working on this premise, the 57-member Prescott (Arkansas) Classroom Teachers Association, AEA, initiated a project during the 1967-68 school year to improve its public relations on many fronts.

The project steering committee launched the public relations program by utilizing the mass media to bridge the school-community information gap. Arrangements were made for a radio series titled "Mr. and Mrs. Public," outlining the goals and activities of Prescott schools. These broadcasts were followed up by weekly newspaper articles written to acquaint lay persons with the backgrounds and skills of many local teachers. Printed packets were distributed by committee members to new families in Prescott to give them additional information about the various local schools. Throughout the year the steering committee employed the services of the mass media in publicizing PCTA's program and achievements.

Increased communication with the school board was a major project goal. Plans were made for PCTA's president to attend all school board meetings. The resultant spirit of mutual cooperation and support prompted PCTA to nominate the Prescott Board of Education for a National Education Association — Thom McAn School Board Award. The board was one of 24 school boards to receive certificates of merit during 1967-68.

Progress was also made on the political front. Committee representatives met with Arkansas legislators to discuss educational issues and explain PCTA's views on proposed legislation.

The Prescott Classroom Teachers Association took significant steps forward through its public relations program. The free flow of information to the public has engendered community support for Prescott schools. The exchange of ideas with the school board and legislators has created the basis for continued cooperative efforts on behalf of education.

COMMUNICATION BRINGS SUPPORT/*A local association secures community support in its efforts to provide necessary school equipment.*

In September 1966 the Ronan (Montana) Association of Classroom Teachers (RACT), a 13-member department of the Ronan-Pablo-Round-Butte MEA Unit, decided to launch an ambitious two-year project to raise money to secure needed equipment for its special education class and school playground. A three-member committee was appointed to plan and execute the program.

Phase one of RACT's project was a benefit dance open to the entire community. The committee first acquainted local citizens with the purpose behind the event and thereby engendered much enthusiasm and support. Parents volunteered to devote their free time to selling tickets for the dance. A group of local musicians offered to play at the benefit free of charge. The Round-Butte

Women's Club donated two dozen Christmas corsages to be sold at 50¢ each on the night of the dance and thus helped augment the profits.

Through the cooperative efforts of teachers and citizens, 300 tickets were sold and $304 was cleared on the dance after all expenses were paid. From this return, RACT presented the special education class with equipment, including an electric range and supply cabinet.

The spring of 1967 witnessed the development of phase two of the fund-raising program. As before, the project committee enlisted community support by making its needs and goals known. The result was a $150 donation by the Lions Club for playground equipment. The money was used to purchase material with which three RACT members, including the industrial arts teacher, and several students made a jungle gym, a horizontal ladder, a set of horizontal bars, hurdles, and standards for high jump. Later, in the fall of 1967 the Lions Club again made a gift of $150 to the association, and RACT was able to purchase additional playground equipment.

After little more than a year's effort, the Ronan Association of Classroom Teachers had not only succeeded in improving special education and playground facilities but also had increased the community's interest in and support for school projects. In the words of one association member, the end result proved that "It took only a desire made known to accomplish a project that the skeptics said couldn't be done."

AN OUNCE OF PREVENTION/*A county association forestalls apathy and stimulates educational fervor by inaugurating a diversified public relations project.*

No one wanted the contagious plague of apathy to spread to Washington County, Utah. Therefore, the 159-member all-inclusive Washington County Education Association (WCEA), with the support of the administration, initiated a many-sided project to invigorate school-community relations.

"Operation: Public Relations" was officially launched in November 1967, when WCEA appointed a steering committee of teachers from all the district schools to oversee the project. Committee members decided to enlist the aid of the mass media in informing the public about the schools. Representatives of the steering committee made arrangements with the *Washington County News* to run a weekly column, with pictures, on the educational program and extracurricular activities of each district school.

Shortly afterwards the committee supplemented this news coverage with a series of six radio broadcasts on the provocative topic, "How Good Is Your Child's School?", based on a special feature in the September 1967 issue of the *NEA Journal.* During these programs various teachers, administrators, and businessmen evaluated education in Washington County, and radio listeners added their ideas by means of phone calls.

Spurred on by the enthusiastic response to the newspaper-radio coverage, two WCEA members set out to establish another communication channel between the schools and the community — the utilization of lay persons as resource people in the classroom. Questionnaires sent to all homes in the county revealed a large number of individuals with special skills in the arts or professions who were willing to address class groups on their particular areas of interest. Card files on these potential resources were prepared for the use of classroom teachers.

A fourth aspect of the project was increased interaction among elementary and high school teachers. WCEA pioneered in an experimental endeavor whereby elementary school teachers helped high school students with reading problems and high school teachers in turn exposed primary children to novel experiences in art, band, shop, and science.

WCEA culminated its program in the spring of 1968 when it established a college scholarship to be presented annually to a high school senior planning a career in education.

Apathy? Prevented. Enthusiasm? Healthily growing. Through Operation: Public Relations the Washington County Education Association had promoted a deepened sense of dedication to educational excellence among educators and lay persons throughout Washington County.

DIRECT SERVICES TO MEMBERS

SERVICE BUILDS STATURE/*A city association carries on a project to improve the school program and thereby upgrades the status of the organized teaching profession.*

True professional status must be earned by competent, dedicated teachers who are intent on improving the quality of their service to young people. Acting on this conviction, the 37-member Orange (Massachusetts) Elementary Teachers Association (OETA) launched a project designed to enrich the educational experiences and opportunities of the students in their care. In so doing, the association enhanced the image of teachers individually and as a professional group.

The project, which sought to broaden the instructional program, had the full support and cooperation of the school committee (board of education) and administrative staff. Throughout the duration of the project OETA members exerted an all-out effort to expose children to experiences they would not receive in a classroom. Accompanied by their teachers, children made trips to the post office, firehouse, police station, museum, and cultural and historical sites in the area. They attended symphony concerts and toured Boston Harbor.

Efforts were also made to bring outside resource personnel into the classroom to discuss a variety of subjects ranging from Vietnam to the fast-disappearing craft of cooperage.

Working with the local council of parents and teachers, OETA helped secure funds for needed playground and kindergarten equipment. The association also printed informational school bulletins for parents of preschool children and established an annual scholarship fund for Orange students.

Simultaneously OETA members strove to increase their own professional competence and know-how through attendance at professional meetings and instructional workshops at the local, state, and national levels. OETA was represented at the NEA convention in Minneapolis, Minnesota, and at the Classroom Teachers National Conference in Bemidji, Minnesota.

At all times OETA kept the public informed of its goals and activities through close liaison with the mass media.

As OETA members review their project activities, they realize they actually accomplished more than they set out to do. They have made real progress in strengthening the instructional program of Orange elementary schools. They have fostered mutual respect and understanding among the association, the administration, the school committee, and the lay public. They have improved their relations with the mass media. In achieving these objectives, they have elevated the stature of the Orange Elementary Teachers Association.

POLICIES BY AND FOR TEACHERS/*A classroom teachers association develops a written set of personnel policies for the school district.*

Recognizing the need for a document spelling out personnel policies and fully defining teacher rights and responsibilities, the Central Council of Charleston (South Carolina) Teachers undertook the writing of a policy handbook for the school system. This project proved significant on two scores —

1. It resulted in the first set of personnel policies written by Charleston teachers themselves.
2. It ultimately led to the integration of the Central Council of Charleston Teachers.

Early in the planning the Central Council, which at the time served some 200 white teachers in Charleston city schools, decided that the policies should reflect the ideas of all teachers in the school system. Therefore, the Council president initiated informal exploratory talks with spokesmen for the balance of the teaching force. This dialogue led to the establishment of a joint committee composed of one teacher from each of the 15 city schools. A subcommittee was appointed to compile the handbook.

As the subcommittee worked it made periodic progress reports to the joint committee and, when a first draft of

the handbook was ready, submitted it to the committee for evaluation. Each joint committee member was responsible for calling together the teachers in his building, where, with the approval of the school principal, he discussed the proposed policies with the faculty. Thus, every teacher in the Charleston schools was assured of a voice in matters vital to his welfare — salaries, transfers, promotions, leave, tenure, and other issues of concern to the professional teacher.

Simultaneously the superintendent and the school board studied the draft document with the committee and made recommendations. After the subcommittee had done the final editing, the proposed handbook was again submitted to the Charleston teachers for review. Subsequently the handbook was formally approved by the Central Council and officially adopted by the school board. A copy of the personnel handbook was then sent to each teacher in the Charleston schools.

In the words of one member of the joint committee, the project of the Central Council of Charleston Teachers not only produced a manual of professional personnel policies but also served as a "realistic symbol of changing relationships" — changing relationships among teachers, administrators, and school board and among white and Negro teachers. This project enabled all Charleston classroom teachers for the first time to share in determining the policies that affect them. The harmonious cooperation so evident in the efforts of the interracial joint committee promoted communication and mutual respect among the total staff and thus laid the groundwork for the integration of the Central Council of Charleston Teachers, which now claims some 400 members. Finally, the cooperative efforts of teachers, principals, superintendent, and school board fostered an educational climate that is bound to benefit Charleston schools in the years ahead.

ASSOCIATION HANDBOOK/*An all-inclusive unified association provides a manual for school personnel.*

A rapidly growing membership led the 462-member Grand Forks (North Dakota) Education Association No. 12 (GFEA) to appoint a six-member committee to plan and prepare a pocket-sized association handbook for distribution to all teachers and administrators at their preschool workshop.

The committee agreed that commercial printing costs could possibly be offset by the sale of advertising space to local businessmen. Letters were then drafted to "sell" the merchants on the idea, the emphasis being that a real market would be opened for their services. When response indicated that financing could indeed be obtained this way, a title — *INFO-67-68* — was chosen, and planning began in earnest.

By mid-April 1967 a schedule had been drawn up and copy determined. Talks were under way with the printer, and advertising commitments were finalized.

By the end of July copy had been submitted to the printer. At the end of August the handbook was off the press, and a copy was given to each person at the preschool workshop.

INFO-67-68 was enthusiastically received by new and veteran school personnel because the information it offered was both broad and specific. Telephone numbers for all association officers, committee members, and building representatives were listed. Recognition was given to GFEA members serving in state and national association positions, and major association accomplishments were cited as an added reminder to all members of the benefit of their active participation in GFEA. Factual information on school policies was given. The calendar for the year noting all dates of educational importance left room for the teachers to make their own additions.

The quality of its information and its usable size and format guaranteed that *INFO-67-68* would be a real aid to every teacher, and the handbook itself was tangible evidence of continuing activity of the Grand Forks Education Association No. 12 on behalf of its members. After the first kind words had been said and the school year begun, there was an added bonus: In September the INFO committee was able to report to the representative assembly that the sale of advertising had netted more than $100 above the cost of the handbook, and it was recommended that this profit be made a budget allocation to ensure that *INFO-68-69* be even bigger and better.

NEW TEACHERS HONORED/*A city association sponsors activities to welcome new teachers to the school system and furnish them with practical information about the city and association.*

The effectiveness of the new teacher depends in large part upon his acceptance by his veteran colleagues and upon his prompt adjustment to a new community. Realizing this, the 500-member Arlington (Texas) Classroom Teachers Association (ACTA) planned a program aimed at welcoming newcomers to the school system, the association, and the community.

At the first general in-service session in September ACTA's president officially extended a formal invitation to a reception to welcome all new arrivals. The social committee was responsible for overall arrangements while subcommittees handled decorations, refreshments, serving, and other details.

The membership committee consisting of five teachers supplemented the work of the social committee. This group was in charge of preparing individual gift packets to be distributed to all new staff members during the reception. Each committee member contacted four local businessmen, requesting items such as free theater tickets, bowling passes, gift certificates, and assorted souvenirs. Once all the materials had been accumulated, committee members assembled them into separate

PARTY ORGANIZATION

packets. This service helped to acquaint newcomers with local stores and places of entertainment.

ACTA also encouraged new teachers to take advantage of a mobile chest x-ray unit that ACTA had helped bring to Arlington as a service to the entire community. Members of the committee responsible for this undertaking telephoned all the new teachers to inform them of the unit's location and hours of operation.

The response to the project was enthusiastic and highly gratifying to the Arlington Classroom Teachers Association. Newcomers enjoyed the warm, informal atmosphere engendered by the reception and appreciated the thoughtfulness exhibited by other aspects of the welcoming program. ACTA made itself highly visible to new teachers and greatly eased their assimilation into the community.

TEACHERS IN POLITICS/*An urban association sponsors a workshop to help teachers become more active political citizens.*

Teachers have a responsibility to be politically active in their communities and states and in the nation. To help its members fulfill this duty, the 802-member Boise (Idaho) Education Association (BEA) conducted a workshop in practical politics designed to make teachers a more effective force in the political arena. The project was under the direction of the BEA legislative committee.

The course of study had been developed and endorsed by the Public Affairs Department of the Chamber of Commerce of the United States. The administration gave its full approval to the workshop and agreed to grant in-service credit to participants.

Members of the legislative committee structured the workshop, planning a series of nine two-hour sessions with three different sections, which gave teachers a choice of attending after-school or evening classes.

Next the committee chose topics to be covered in the sessions. Among those selected were party organization, political campaigns, problems of political leaders, and the role of the individual in politics.

Officials of the two major political parties were invited to present their viewpoints on various issues, and representatives of the local chamber of commerce agreed to serve as discussion leaders. Pamphlets published by the Public Affairs Department of the U.S. Chamber of Commerce were acquired and distributed to participants for supplementary reading material.

A total of 67 teachers registered for the workshop, all sessions of which took place in the BEA headquarters. The contributions of party leaders created and sustained keen interest and stimulating discussions. Reports by individual participants of interviews with the mayor and members of the city council lent further zest to the sessions.

As a result of the workshop, teachers in Boise have become more knowledgeable about political processes, more aware of the power they wield as a political group,

and more adept at using that power for the benefit of education. By sponsoring the workshop the Boise Education Association has made it possible for members to contribute to better government and better schools.

INSTITUTE ON TOUR/*An all-inclusive county association observes programs of educational innovation outside its own district.*

Realizing that their September enthusiasm was in danger of being buried in January snows, the classroom teachers committee of the 272-member Cache (Utah) Education Association (CEA) met with the Cache County School Board to plan a midwinter institute. Rather than ask experts with new ideas to come to them, they decided to go to the experts, and the "Institute on Tour" was born.

After a tour date had been set and transportation authorized by the school board, the three-member committee worked out the details of the project. As an initial step the committee consulted the state department of education for assistance in recommending outstanding schools and arranging a visitation schedule. Committee members followed this action by personally contacting all CEA teachers, school board members, and officers of local parent-teacher associations, inviting them to participate in the association's project and offering them a choice of 16 tours. Through efficient planning and organization on the part of the committee, every person interested in the program was provided with transportation for the tour of his choice.

On the day of the tour more than 300 professional and auxiliary personnel, student teachers, school board members, and PTA officers traveled by buses and cars to some 30 schools in 9 districts within a 150-mile radius. Each tour group was scheduled to visit two schools chosen for their excellence in an area of particular interest to the group.

The touring school staff, students, and lay persons saw examples of team teaching, computer registration, flexible scheduling, advanced placement classes, reading clinics, and special education programs for the handicapped. Some 500 persons on the faculties of the host schools provided their visitors with ample opportunity for questions, comments, and discussion.

Evaluations of the "Institute on Tour" revealed that all participants had appreciated the chance to see education in action outside their own community. Educators benefited from discussing their problems with faculty members in other school systems who were able to furnish them with fresh insights and suggestions. Perhaps most important, relations among the Cache Education Association, administration, school board, and PTA had improved significantly through the joint venture. For all concerned, the "Institute on Tour" had been a definite success, and all involved expressed the hope that such a program would become a yearly event.